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ABSTRACT

This report sets forth the essential components of quality HIV/STD prevention and human sexuality education as determined by the HIV/STD Prevention and Human Sexuality Education Task Force. The first part of the report presents the purpose of the task force, background on Florida legislation on HIV/AIDS and sexuality education as part of comprehensive health education in Florida's middle and high schools, an account of the report development, and a summary of the philosophy of the task force. The second part presents the components of quality HIV/STD prevention education under four headings: disease, prevention, social and emotional aspects, and resources. The third part presents the components of quality human sexuality education under the same four headings. The components in each part are presented in table format for grades K-5, 6-8, and 9-12. Objectives are given for each component for each grade. (SM)

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ED 413 312

Report of the HIV/STD Prevention and Human Sexuality Education Task Force:

Components of Quality HIV/STD Prevention & Human Sexuality Education

(Re-Printed 1996)

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Report of the HIV/STD Prevention & Human Sexuality Education Task Force:

Components of Quality HIV/STD Prevention & Human Sexuality Education

A Joint Project by:
The Department of Health and Rehabilitative Services &
The Florida Department of Education
Comprehensive School Health Program

Sponsored by:
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Acknowledgments: The HIV/STD Prevention & Human Sexuality Education Task Force

Florida Commissioner of Education Betty Castor convened an HIV/STD Prevention and Human Sexuality Education Task Force in August, 1993 upon the recommendation of Governor Lawton Chiles and his Red Ribbon Panel on AIDS. Commissioner Castor charged the Task Force with addressing the Governor's recommendation for establishing instructional guidelines for HIV/AIDS education within the context of the Department of Education's *Blueprint 2000* initiative which stresses local decision-making and accountability. Appreciation is expressed to the members of this Task Force for the time, expertise and dedication that they devoted to this effort on behalf of Florida's school children. Members of the Task Force were:

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Purpose

The HIV/STD Prevention and Human Sexuality Education Task Force was convened to determine the components of quality HIV/STD Prevention and Human Sexuality Education as a form of assistance to school districts. This report, entitled *Components of Quality HIV/STD Prevention and Human Sexuality Education*, sets forth the essential components of quality HIV/STD Prevention and Human Sexuality Education as determined by the Task Force.

The information included in *Components of Quality HIV/STD Prevention and Human Sexuality Education* deals honestly and accurately with HIV/STD and human sexuality issues. This work attempts to reaffirm the dignity of students and to promote the value of abstinence from sexual behaviors which place them at risk for pregnancy and HIV/STD as the healthiest choice for school-aged youth. This document attempts to address the need for factual information upon which all students may make healthy decisions about their sexuality.

This report is provided to assist Florida schools and school districts as they strive to provide quality health education programs for students that adequately address HIV and other sexually transmitted diseases and the many aspects of Human Sexuality Education.

Background

The State of Florida has provided for Comprehensive Health Education for our state's kindergarten through twelfth grade students since 1973 (Florida Statute 233.067). The Legislature found that "schools are uniquely situated to effectively promote the establishment of sound health habits among our youth" and thus gave the charge to school districts, educators and parents around the state to provide comprehensive health education.

The Florida Legislature recognizes the importance of Comprehensive School Health Education in Florida schools, including HIV/STD Prevention and Human Sexuality Education. Florida Statute 233.067 [THE FLORIDA COMPREHENSIVE HEALTH EDUCATION AND SUBSTANCE ABUSE PREVENTION ACT] offers the legislature's philosophy on the importance of health to Florida's students:

> The Legislature recognizes that sound health habits are essential to the educational and personal success of the student. The Legislature further recognizes that schools are uniquely situated to effectively promote the establishment of sound health habits among our youth, including prevention of substance abuse and an awareness of the benefits of sexual abstinence and the consequences of teenage pregnancy.
>
> In order that children make informed and constructive decisions about their lives, complete and accurate comprehensive health education shall be made available to all young people. Curriculum shall be developed to reduce destructive behavior in children, including early sexual involvement, substance abuse, suicide, and activities which result in sexually transmitted diseases, acquired immune deficiency syndrome and early teenage pregnancy, with subject materials appropriate to the grade level and values consistent with the local community. Instruction shall also include an understanding of the body and its systems and identification and prevention of child abuse in the lower grades and decision-making in the middle and higher grades. Instruction in human sexuality shall take into account the whole person, shall present ethical and moral dimensions, shall not be an expression of any one sectarian or secular philosophy, and shall respect the conscience and rights of students and parents.

The Florida Legislature mandated AIDS prevention education in 1987 as part of comprehensive health education in our state's middle and high schools. School districts were allowed the option of addressing AIDS prevention education at the elementary level at the discretion of the local school board and community. This legislation also allowed parents the right to exempt their children from AIDS prevention education if they so desired. Florida Statute 233.067 was again modified in 1990 to address the state's overwhelming teenage pregnancy problem. The Legislature added the provision of age-appropriate Human Sexuality Education as a

component of comprehensive health education in kindergarten through twelfth grade in an effort to prevent teenage pregnancy and the spread of sexually transmitted diseases. Comprehensive health education programs are encouraged in statute to provide "for involvement by parents or legal guardians, the community and businesses" and that "all instructional materials...shall be available for inspection by parents or guardians of the children engaged in such classes."

School districts are responsible for implementing Florida Statute 233.067, Sections (1) through (9) as confirmed by the 1994 Florida Legislature. These sections are entitled Section (1) SHORT TITLE, Section (2) INTENT, Section (3) DEFINITIONS, Section (4) ADMINISTRATION OF THE COMPREHENSIVE HEALTH EDUCATION AND SUBSTANCE ABUSE PREVENTION PROGRAM, Section (5) TECHNICAL ASSISTANCE, Section (6) NONPUBLIC PERSONNEL PERMITTED TO PARTICIPATE, Section (7) STUDENT EXEMPTION, Section (8) USE OF FUNDS and Section (9) APPLICABILITY OF SUBSECTIONS (4) AND (7).

Other legislation affecting the implementation of HIV/STD Prevention and Human Sexuality Education includes the School Improvement and Accountability Act adopted by the Florida Legislature in 1991. This Act was passed in an effort to assure local control and accountability for the improvement of Florida's schools. Its goal is to return educational decision-making to the community so that decisions affecting students can be made at the student, school and community level, rather than at the state or district level. In return, schools will be more accountable for student outcomes. These outcomes are outlined in the *Blueprint 2000* document, which was created to assist districts in developing school-based decision-making systems. *Blueprint 2000* lists seven goals for communities to address when developing their educational plans. Of particular interest to HIV/STD Prevention and Human Sexuality Education is Goal Three, which addresses student outcomes focusing on healthy lifelong decision-making and Goal Five, which addresses safe, healthy and drug-free schools that protect students' health and civil rights.

Report Development

The development of this report stems from a recommendation of Governor Chiles' Red Ribbon Panel on AIDS. Governor Chiles convened this Panel in November, 1992 to "develop specific recommendations on ways to bolster the state's HIV/AIDS education and prevention programs." Panel members represented a diverse and multidisciplinary group including physicians, nurses, attorneys, persons living with HIV or AIDS, an educator with a doctorate who specializes in human sexuality education and administrators of AIDS service programs. Community input and written testimony were solicited around the state prior to the development of the Panel's recommendations. The Red Ribbon Panel on AIDS Report submitted to Governor Chiles on January 19, 1993 indicated that, regarding prevention and education in schools:

> Our (Red Ribbon Panel's) hearings revealed that Comprehensive Health Education, including AIDS Education required by Florida law, is inconsistent and of varying quality around the state. Local politics often interfere with providing our youth with the information, guidance, and skills that they need to live healthy productive lives.
>
> Quality comprehensive health education programs, which include HIV/AIDS prevention as a component, are minimally 50 hours in length at each grade level and taught by trained certified health educators. One-time ("everyone to the auditorium") AIDS education by itself is not an effective means of fighting the spread of this disease because other prevention messages need to be constant and repetitive.

To address the in-school prevention program issues indicated above, the Governor's Panel called for the development of instructional guidelines for HIV/STD Prevention education. In its first of more than 35 recommendations, the panel stated that: "Comprehensive health and HIV/AIDS education in grades K through 12 should be a joint priority of the Department of Education and the local school boards. This education effort should be fully funded and should be taught by certified health educators. The state should set instructional

guidelines and specific goals and outcomes for which the local school districts are accountable and below which local school boards may not go."

Based upon this recommendation, Commissioner of Education Betty Castor convened an HIV/STD Prevention and Human Sexuality Education Task Force in August, 1993. The Task Force was charged with addressing the Governor's recommendation for establishing instructional guidelines for HIV/AIDS education within the context of the Department of Education's *Blueprint 2000* initiative which stresses local decision-making and accountability. This report sets forth the essential components of quality HIV/STD Prevention and Human Sexuality Education as determined by the Task Force.

Philosophy of the Task Force

Based upon the philosophy expressed by the Florida Legislature in the COMPREHENSIVE HEALTH AND SUBSTANCE ABUSE PREVENTION ACT, the HIV/STD Prevention and Human Sexuality Education Task Force developed this report reflecting a philosophy stressing parent involvement, developmentally appropriate information, the importance of adequately trained teachers and the need to prepare students for adulthood.

Parents are Primary Educators of Their Children

This Task Force recognizes that parents and/or legal guardians are primary educators of their children. *Components of Quality HIV/STD Prevention and Human Sexuality Education* seeks to reinforce the positive health messages, attitudes, beliefs and behaviors that students learn from their parents and other positive societal influences. Prevention messages must be provided from parents, schools, places of worship and communities in an effort to protect the lives and health of the young people in our care.

Information Must be Developmentally Appropriate

A comprehensive health education program focuses on the body as a complete entity and provides instruction so that the student learns both the respect for and the care of the human body. Students need accurate information to serve as the basis for healthy decisions. Unhealthy decisions are often based on myths or misconceptions and produce undesirable and even tragic consequences. The information presented to young people regarding HIV/STD Prevention and Human Sexuality Education must be developmentally and sequentially oriented to provide appropriate information at a time when it is meaningful and needed by the child. With this in mind, this report stresses providing needed, factual information to students in a scientifically accurate and developmentally appropriate manner before the onset of health risk behaviors using current, scientifically grounded prevention and education methodology. Due to the high percentage of youth who are already participating in behaviors that place them at risk for HIV infection or infection with sexually transmitted diseases and unplanned pregnancy, factual, developmentally appropriate material must be utilized to stress the benefits of sexual abstinence while addressing the needs of both sexually abstinent and sexually active youth.

Teachers Must be Adequately Trained

The HIV/STD Prevention and Human Sexuality Education Task Force finds it imperative that adequate teacher training be provided to those charged with teaching this subject matter. Training for HIV/STD Prevention and Human Sexuality Education requires strong leadership and support from administration, careful selection of teachers, thoughtful consideration of sensitive issues and how to address those issues and adequate content training for teachers. Ideally, those who teach HIV/STD Prevention and Human Sexuality Education in public schools will be health educators whose vocational training has prepared them to deal with the sometimes sensitive nature of HIV/STD and Human Sexuality issues. Increasing teacher comfort level regarding issues dealing with HIV, STDs, AIDS and human sexuality must be one of the central missions in a sound training program.

Comprehensive Health Education is Preparation for Healthy Adulthood

Comprehensive health education, including HIV/STD Prevention and Human Sexuality Education, must strive to prepare students to live healthy and productive lives. As such, *Components of Quality HIV/STD Prevention and Human Sexuality Education* stresses the importance of assuring that students have adequate factual information upon which to base healthy decisions in adulthood.

Goals

In developing this report, the Task Force adopted the following programmatic goals.

Quality HIV/STD Prevention Education should:

1. Provide factual information regarding HIV, other STDs and AIDS within a comprehensive school health education program.
2. Dispel myths regarding the transmission of HIV and other STDs.
3. Promote abstinence from sexual behavior that places students at risk for HIV and abstinence from needle use as the only 100% effective means of preventing the transmission of HIV.
4. Provide factual information and increase skills that will enable young people to reduce their risk of infection with HIV and other STDs.
5. Foster positive attitudes toward maintaining health and avoiding infection with HIV and other STDs.
6. Encourage parent and community participation in HIV/STD Prevention Education.
7. Provide information regarding resources in the home, school, community, state and nation regarding HIV and STD prevention.

Quality Human Sexuality Education should:

1. Help prepare young people for growth and development.
2. Foster the attitude that human sexuality is a normal and positive part of human existence.
3. Provide responsible answers to questions and concerns that arise in an age when media bombards young people with sexual messages.
4. Increase skills to enable young people to live responsible, safe, healthy and happy lives.
5. Encourage parent and community participation in Human Sexuality Education.

Utilizing this Report

HIV/STD Prevention and Human Sexuality Education Programs

In utilizing this report for the development or enhancement of HIV/STD Prevention and Human Sexuality Education programs, it will be helpful to schools and school districts to consider:

- ❑ including all the concepts for each grade level that are indicated;
- ❑ assuring that selected materials are approved by the district's curriculum advisory committee;
- ❑ assuring that selected materials fit a logical scope and sequence within the district's comprehensive health education plan;
- ❑ assuring that local HIV/STD Prevention and Human Sexuality Education efforts conform to the stipulations of Florida Statute 233.067; and
- ❑ assuring that local HIV/STD Prevention and Human Sexuality Education efforts meet the needs defined in *Blueprint 2000* (particularly Goals 3 and 5).

The components identified by the Task Force reflect minimum information and skills that comprise quality programs for the grade levels. To enhance student learning and critical thinking skills, schools and school districts may wish to review and reinforce the information outlined here with students as they progress through the school system. Review of basic information and reinforcement of skills taught in previous grades will help students to better understand and incorporate new information regarding HIV/STD Prevention and Human Sexuality Education as they advance through the school system.

The knowledge and skills identified by the Task Force are all components of quality comprehensive health education programs. However some components can be addressed through a variety of means, courses, educational programs and curricular areas other than designated health education classes. Schools and school districts are encouraged to develop innovative learning opportunities for students that encourage critical thinking and the development of healthful decision-making skills.

As stressed in the state's School Improvement initiative, schools and school districts striving for quality programs should review, adjust and update their HIV/STD Prevention and Human Sexuality Education annually to assure that the needs of students are met.

Report Format

This report is formatted to provide easy understanding of the components identified by the Task Force for each grade level. The level of specificity of the components reflects minimum concepts and skills that comprise quality programs. Schools and school districts may wish to build programs that expand on these components to provide greater opportunities for student learning and critical thinking.

Components of quality HIV/STD Prevention Education are divided into four categories: Disease, Prevention, Social and Emotional Aspects and Resources. Components determined by the Task Force to be essential to student knowledge, understanding and skills for avoiding infection with HIV and other sexually transmitted diseases are listed by grade level under each of these categories.

Components of quality Human Sexuality Education are also divided into four categories: Physical Aspects, Prevention, Social and Emotional Aspects and Resources. Components determined by the Task Force to be essential to student knowledge, understanding and skills regarding human sexuality issues are listed by grade level under each of these categories.

Components of Quality HIV/STD Prevention Education
Grades K-5

At a minimum, upon completing Fifth Grade, Florida students will:

1. Describe and define HIV, AIDS and sexually transmitted disease (STD), how they are transmitted and their potential effects on health.
2. Explain methods of HIV/STD prevention, including abstinence.
3. Effectively demonstrate decision-making and goal-setting skills.
4. Describe ways to reduce prejudice for people with disabilities or diseases, including HIV and AIDS.
5. Identify a person in their family, school or community who can provide assistance with health issues including HIV/STD and substance abuse.

Below are minimum components for quality HIV/STD Prevention Education at the Kindergarten through Fifth grade levels:

Grade	Disease	Prevention	Social / Emotional	Resources
K	The student will: 1. distinguish between sickness and wellness 2. know the difference between infectious and non-infectious disease	The student will: 1. demonstrate healthy behaviors that lead to disease prevention 2. demonstrate a safe way to practice infection control when someone is bleeding	The student will: 1. value him/herself as a worthwhile individual 2. describe ways to show concern for those who are ill	The student will: 1. name helping adults (family, teachers, nurses, etc.) 2. identify and describe where to go for help
1	Review and Reinforce K The student will: 1. identify the acronyms HIV and AIDS 2. know how HIV is not spread	Review and Reinforce K The student will: 1. know that substance abuse negatively impacts health	Review and Reinforce K The student will: 1. describe ways that families care for and help one another during times of wellness and sickness 2. demonstrate an awareness of and respect for the rights and feelings of others	Review and Reinforce K The student will: 1. name helping adults (family, teachers, nurses, etc.) 2. identify a person at school who can provide them and their family with AIDS information
2	Review and Reinforce K-1 The student will: 1. know that the immune system fights disease	Review and Reinforce K-1 The student will: 1. continue to practice good health habits 2. define drugs as substances that affect the functions of the mind and body 3. develop personal goals	Review and Reinforce K-1 The student will: 1. identify and demonstrate refusal skills 2. recognize personal responsibility for behavior and the resulting consequences 3. discuss ways to meet goals	Review and Reinforce K-1 The student will: 1. name helping adults (family, teachers, nurses, etc.) 2. identify a person at school and in the community who can provide AIDS information to the student and student's family

Components of Quality HIV/STD Prevention Education
Grades K-5
Continued

Grade	Disease	Prevention	Social / Emotional	Resources
3	Review and Reinforce K-2 The student will: 1. define HIV and AIDS 2. know that HIV/AIDS is spread via transfer of body fluids like blood 3. define how to keep the immune system healthy	Review and Reinforce K-2 The student will: 1. explain why abstaining from illegal drug use, including injection of steroids and the use of alcohol helps prevent HIV infection 2. identify risk behaviors for HIV infection involving blood, including any unsterile needle sharing, (ex. drug use, tattoos, blood brothers, ear piercing)	Review and Reinforce K-2 The student will: 1. describe how personal behavior is helpful or harmful to one's health 2. recognize the importance of family involvement in resolving problems 3. recognize the importance of goal setting	Review and Reinforce K-2 The student will: 1. name helping adults (family, teachers, nurses, etc.) 2. identify a person at school and in the community who can provide AIDS information, help and counseling to the student and the student's family
4	Review and Reinforce K-3 The student will: 1. know that other body fluids that spread HIV (besides blood) are semen and vaginal fluids 2. compare how HIV/AIDS is spread and not spread 3. recognize that HIV/AIDS can be contracted by anyone participating in risk behavior regardless of age, sex, religion, race or ethnicity	Review and Reinforce K-3 The student will: 1. know that avoiding contact with infectious body fluids prevents the transmission of HIV 2. explain personal behaviors necessary to help prevent disease and the possible consequences of unhealthy behaviors 3. develop personal health statements that promote health and avoid diseases	Review and Reinforce K-3 The student will: 1. cite personal qualities and behaviors of being a friend 2. recognize dangerous, threatening or uncomfortable situations and how to react to them 3. describe ways to reduce prejudice for people with disabilities of diseases, including HIV and AIDS	Review and Reinforce K-3 The student will: 1. name helping adults (family, teachers, nurses, etc.) 2. identify resources that provide information about infectious diseases 3. locate sources of help for substance use/abuse
5	Review and Reinforce K-4 The student will: 1. describe the difference between HIV and AIDS 2. define STDs as infectious diseases that are only transmitted via sexual contact 3. know that sexual contact and other behaviors that involve the transfer of blood, semen and vaginal fluids spread HIV 4. know that HIV and AIDS cannot currently be cured and eventually lead to death	Review and Reinforce K-4 The student will: 1. explain why abstinence from sexual contact provides 100% effective prevention from the sexual transmission of HIV and other STDs 2. explain why the proper use of latex condoms reduces, but does not eliminate, the risk of the sexual transmission of STDs, including HIV	Review and Reinforce K-4 The student will: 1. apply decision-making skills in solving specific problems 2. determine the possible outcomes of his/her decisions 3. explain the impact of peer influences on behavior 4. develop a personal health plan	Review and Reinforce K-4 The student will: 1. name helping adults (family, teachers, nurses, etc.) 2. identify locations that can provide medical services and testing 3. identify a person in the family, school or community who can provide resources about substance use/abuse 4. identify a person in the family, school or community who can provide resources about HIV and STDs

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Components of Quality HIV/STD Prevention Education
Grades 6-8

At a minimum, upon completing Eighth Grade, Florida students will:

1. Describe causes, symptoms, signs and treatment of sexually transmitted diseases.
2. Describe how HIV affects the immune system from infection to diagnosed AIDS.
3. Describe risk behaviors and develop an action plan to avoid contracting and/or transmitting HIV and STD.
4. Identify the mental and social impact of infection on people with HIV or AIDS.
5. Describe communication and negotiation skills for reducing the risk of infection with HIV and other STD.
6. Identify and know how to access local resources for HIV and STD testing, information and treatment.

Below are minimum components of quality HIV/STD Prevention Education at the Sixth through Eighth grade levels:

Grade	Disease	Prevention	Social / Emotional	Resources
6	Review and Reinforce K-5 The student will: 1. explain the relationship between HIV and STDs 2. explain the relationship between HIV and STD infection and substance use/abuse 3. explain how HIV/AIDS impacts teenage health 4. recall basic facts about the transmission of STDs, including HIV 5. describe the portals of entry to the human body where HIV and STDs can enter the body 6. describe symptoms of the most common STDs	Review and Reinforce K-5 The student will: 1. discuss why abstinence from sexual intercourse and drug use contributes to one's overall health 2. explain behaviors that reduce the risk of infection with sexually transmitted disease, including the sexual transmission of HIV 3. discuss the effects of tobacco, alcohol and other drugs on the immune system and on other systems of the body	Review and Reinforce K-5 The student will: 1. describe personal and social factors that motivate healthy behaviors 2. recognize peer pressure and its influence on behaviors	Review and Reinforce K-5 The student will: 1. name helping adults (family, teachers, nurses, etc.) 2. identify locations that can provide medical services and testing 3. identify a person in the family, school or community who can provide resources about substance use/abuse 4. identify a person in the family, school or community who can provide resources about HIV and STD
7	Review and Reinforce K-6 The student will: 1. recognize the difference between the signs, symptoms and causes of the most common STDs 2. be aware of the existence of more uncommon STDs 3. know that genital ulcer disease (STDs that cause open sores, ex. Herpes, Chancroid, Syphilis, etc.) increases risk for HIV infection 4. discuss the incubation period for the various STDs and its impact on the risk of transmission	Review and Reinforce K-6 The student will: 1. identify the benefits of abstinence in preventing sexually transmitted disease including HIV 2. discuss the proper use of latex condoms for reducing, but not eliminating, the risk of transmission of STDs including the sexual transmission of HIV	Review and Reinforce K-6 The student will: 1. describe assertiveness and refusal skills for maintaining abstinence from sexual intercourse and substance use/abuse 2. describe the importance of self-esteem in promoting healthy behaviors 3. understand the possible consequences of sexual activity including STDs and HIV infection (including associated physical problems), mental and emotional issues and pregnancy	Review and Reinforce K-6 The student will: 1. identify a person in the family, school or community who can provide resources about HIV and STD 2. identify local resource for HIV and STD testing, information and treatment

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Components of Quality HIV/STD Prevention Education
Grades 6-8
Continued

Grade	Disease	Prevention	Social / Emotional	Resources
8	Review and Reinforce K-7 The student will: 1. explain how the immune system functions and ways to keep it healthy 2. explain what happens when HIV invades the immune system 3. describe the stages of HIV disease from infection to diagnosed AIDS	Review and Reinforce K-7 The student will: 1. recall risk behaviors for HIV infection 2. develop a personal plan for avoiding HIV infection	Review and Reinforce K-7 The student will: 1. discuss attitudes, risks and behaviors of peers regarding HIV/AIDS issues 2. identify the mental and social impact of infection on people with HIV or AIDS 3. describe communication and negotiation skills for reducing the risk of infection with HIV and other STDs 4. recognize his/her personal responsibility for actions/behaviors that affect his/her health and that of others	Review and Reinforce K-7 The student will: 1. identify a person in the family, school or community who can provide resources about HIV and STD 2. identify and know how to access local resources for HIV and STD testing, information and treatment

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Components of Quality HIV/STD Prevention Education
9-12

At a minimum, upon completing Twelfth Grade, Florida students will:

1. Describe current information about diagnosis, treatment and transmission of HIV/STD and the implications of HIV/STD on personal and teenage health.
2. Explain the scope/impact of HIV/STD on the local, state, national and international levels.
3. Describe current strategies for avoiding and reducing the risk of infection with HIV and other STD.
4. Describe the physical, financial, legal, social and emotional consequences of being infected with HIV or STDs.
5. Identify and know how to access local, state and national resources for HIV and STD information, help and counseling (Hotlines, etc.).

Below are minimum components of quality HIV/STD Prevention Education at the Ninth through Twelfth grade levels:

Grade	Disease	Prevention	Social / Emotional	Resources
9	Review and Reinforce K-8 The student will: 1. describe current facts about the transmission of STDs, including HIV (including the risks associated with oral, vaginal and anal sexual intercourse) 2. describe symptoms of the most common STDs 3. recall basic information on how the immune system functions 4. explain how HIV/AIDS impacts teenage health	Review and Reinforce K-8 The student will: 1. explain the most effective methods for preventing the risk of HIV and other STD infection, including: abstinence from sexual activity and injection drug use and lifetime mutual monogamy with an uninfected partner 2. explain other methods of reducing the risk of infection with HIV and other STDs, including the proper use of latex condoms during each and every act of sexual intercourse	Review and Reinforce K-8 The student will: 1. discuss the physical, financial, legal, social and emotional consequences of being infected with HIV 2. discuss how personal goals can be impaired by HIV/STD	Review and Reinforce K-8 The student will: 1. identify persons in the family, school and community who can provide information and resources about HIV and STD 2. identify and know how to access local, state and national resources for HIV and STD information, help and counseling (Hotlines) 3. survey the community for availability of support for people living with HIV or AIDS
10	Review and Reinforce K-9 The student will: 1. describe current facts about the transmission of STDs, including HIV (including the risks associated with oral, vaginal and anal sexual intercourse) 2. describe symptoms of the most common STDs 3. explain the scope/impact of HIV and STDs on community, state and nation 4. explain how HIV/AIDS and STDs impact teenage health 5. describe why blood donation does not put one at risk for HIV infection 6. explain why blood donation should not be used to screen for HIV infection	Review and Reinforce K-9 The student will: 1. explain the most effective methods for preventing the risk of HIV and other STD infection, including: abstinence from sexual activity and injection drug use and lifetime mutual monogamy with an uninfected partner 2. explain other methods of reducing the risk of infection with HIV and other STDs, including the proper use of latex condoms during each and every act of sexual intercourse	Review and Reinforce K-9 The student will: 1. discuss the physical, financial, legal, social and emotional consequences of being infected with HIV 2. understand the effects of personal and social pressures on risky behaviors for HIV/AIDS	Review and Reinforce K-9 The student will: 1. identify persons in the family, school and community who can provide information and resources about HIV and STD 2. identify and know how to access local, state and national resources for HIV and STD information, help and counseling (Hotlines) 3. survey the community for availability of support for people living with HIV or AIDS

Components of Quality HIV/STD Prevention Education
Grades 9-12
Continued

Grade	Disease	Prevention	Social / Emotional	Resources
11	Review and Reinforce K-10 The student will: 1. describe current facts about the transmission of STDs, including HIV (including the risks associated with oral, vaginal and anal sexual intercourse) 2. describe symptoms of the most common STDs 3. describe the implications of HIV infection on personal goals	Review and Reinforce K-10 The student will: 1. describe strategies for avoiding or reducing the risk of infection with HIV and other STDs	Review and Reinforce K-10 The student will: 1. discuss the physical, financial, legal, social and emotional consequences of being infected with HIV 2. understand the effects of personal and social pressures on risky behaviors for HIV/AIDS 3. know strategies for coping with HIV/AIDS and ways to show caring for an infected person 4. discuss how personal goals can be impaired by HIV/STD	Review and Reinforce K-10 The student will: 1. identify persons in the family, school and community who can provide information and resources about HIV and STD 2. identify and know how to access local, state and national resources for HIV and STD information, help and counseling (Hotlines) 3. survey the community for availability of support for people living with HIV or AIDS
12	Review and Reinforce K-11 The student will: 1. describe current facts about the transmission of STDs, including HIV (including the risks associated with oral, vaginal and anal sexual intercourse) 2. recall symptoms of the most common STDs 3. describe the implications of HIV infection on personal goals 4. recognize that HIV/AIDS is an international health problem	Review and Reinforce K-11 The student will: 1. describe strategies for avoiding or reducing the risk of infection with HIV and other STDs	Review and Reinforce K-11 The student will: 1. discuss the physical, financial, legal, social and emotional consequences of being infected with HIV 2. understand the effects of personal and social pressures on risky behaviors for HIV/AIDS 3. know strategies for coping with HIV/AIDS and ways to show caring for an infected person	Review and Reinforce K-11 The student will: 1. identify persons in the family, school and community who can provide information and resources about HIV and STD 2. identify and know how to access local, state and national resources for HIV and STD information, help and counseling (Hotlines) 3. survey the community for availability of support for people living with HIV or AIDS

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Components of Quality Human Sexuality Education
Grades K-5

At a minimum, upon completing Fifth Grade, Florida students will:

1. Describe puberty changes for both boys and girls.
2. Describe the structure and function of the male and female reproductive systems.
3. Describe the process of conception and pregnancy and define contraception.
4. Recognize the consequences of early sexual involvement and the benefits of postponing sexual intercourse.
5. Recognize various types of abuse and know where to go for help.
6. Recognize various influences on decisions (including their impact on others) and demonstrate good decision-making skills.
7. Identify school and community resources that can help families with health, abuse and sexuality issues.

Below are minimum components of quality Human Sexuality Education at the Kindergarten through Fifth grade levels:

Grade	Physical	Prevention	Social / Emotional	Resources
K	The student will: 1. recognize that every person is born either a boy or a girl and each are equally special 2. recognize that every person is unique and inherits his/her characteristics from his/her parents 3. recognize that good health habits can improve the way a person looks and feels 4. recognize that each body part has a correct name and a special function	The student will: 1. recognize that a person's body belongs to him or her and that everyone, including children, has a right to protect his or her own body 2. realize that everyone, including children, has a right to tell others not to touch his/her body 3. realize that there are good reasons for some adults to look at or touch children's bodies, such as a doctor examining a child or a parent giving a child a bath	The student will: 1. describe a family as a unit which consists of two or more people who care for and love each other in many ways 2. recognize that families have rules to help take care of each member	The student will: 1. recognize that it is all right to tell trusted people about one's feelings and fears

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Components of Quality Human Sexuality Education
Grades K-5
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Grade	Physical	Prevention	Social / Emotional	Resources
1	Review and Reinforce K The student will: 1. understand that boys grow up to be men and girls grow up to be women 2. recognize that some families have members who are disabled	Review and Reinforce K The student will: 1. recognize that there is a difference between "good touch" and "bad touch" 2. recognize that no adult should look at or touch a child's sexual parts except for health reasons 3. recognize that a child is never at fault if an adult touches him/her in a way that is wrong or uncomfortable	Review and Reinforce K The student will: 1. recognize that both mothers and fathers have important roles and responsibilities as parents including providing love, food, clothes and education 2. recognize that parents who adopt children love their children as much as biological parents and have the same responsibilities for caring for them 3. recognize that different religions teach people how to behave and may involve different or similar values about loving other people, helping rather than hurting others and defining behaviors that are right and wrong 4. recognize that some of what is on television, in movies, books, magazines and music is true and appropriate for children and some is not 5. recognize that families do not always live together as one unit, and families may include stepparents, grandparents, one parent, etc. 6. recognize that divorce is difficult for parents and children and that children are not to blame for divorce	Review and Reinforce K The student will: 1. recognize that if unwanted or uncomfortable touch happens to a child, the child should tell a parent or other trusted adult - even if the child is told to keep the behavior secret or if the child or his/her family is threatened
2	Review and Reinforce K-1 The student will: 1. recognize that reproduction requires both a male and a female 2. recognize that a person's genitals and reproductive organs indicate whether the person is male or female 3. recognize that people are able to have babies only after their bodies have matured	Review and Reinforce K-1 The student will: 1. recognize that smoking, drinking alcohol and using other drugs can hurt a fetus before it is born	Review and Reinforce K-1 The student will: 1. recognize that boys and girls have many similarities and a few differences in the ways that they think, act, look and live 2. recognize that human beings experience different kinds of love 3. recognize that talking about differences helps people to improve their understanding of each other 4. recognize that sharing, honesty and forgiveness are important elements of friendship	Review and Reinforce K-1 The student will: 1. recognize that if unwanted or uncomfortable touch happens to a child, the child should tell a parent or other trusted adult - even if the child is told to keep the behavior secret or if the child or his/her family is threatened

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Components of Quality Human Sexuality Education
Grades K-5
Continued

Grade	Physical	Prevention	Social / Emotional	Resources
3	Review and Reinforce K-2 The student will: 1. identify and describe the function of the male reproductive organs (penis, scrotum and testicles) and the female reproductive organs (vulva, clitoris, vagina, uterus and ovaries) 2. recognize that the male and female reproductive organs enable adults to have a child 3. recognize that when a female is pregnant, the fetus grows inside her body in the uterus and leaves the female's body through an opening called the vagina 4. recognize that females' breasts can provide milk for a baby	Review and Reinforce K-2 The student will: 1. understand that children are not to blame for divorce 2. recognize that talking with parents and other trusted adults about his or her feelings improves understanding	Review and Reinforce K-2 The student will: 1. recognize that relationships with families and friends work best when members love, cooperate, communicate with and respect each other 2. describe how love is expressed differently for family members, friends and pets 3. recognize that marriage is a commitment between two people who want to share each other's lives 4. recognize that values are strong feelings or beliefs about important issues that may differ between individuals and families 5. recognize that people who are different are sometimes treated negatively or unequally	Review and Reinforce K-2 The student will: 1. identify a family and school resource to help if a child has been physically or sexually abused
4	Review and Reinforce K-3 The student will: 1. recognize that the sexual and reproductive systems mature during puberty and involve similar changes for boys and girls 2. understand that puberty occurs at different ages for different people and that girls often begin puberty before boys 3. understand that during puberty, girls begin to ovulate and menstruate and boys begin to produce sperm and ejaculate 4. recognize that alcohol, tobacco and other drugs can affect one's future ability to have healthy children 5. recognize the consequences of early sexual involvement	Review and Reinforce K-3 The student will: 1. recognize that boys and girls sometimes receive conflicting messages about how they should behave from their family, friends, the media and society 2. distinguish among assertive, passive and aggressive behaviors 3. recognize certain laws and rules protect the rights of women and men 4. recognize that messages about sexuality in the media do not necessarily reflect healthy values 5. recognize that early sexual conduct can disrupt personal goals	Review and Reinforce K-3 The student will: 1. recognize that children are not physically, socially or emotionally ready for sexual intercourse 2. recognize that early adolescents often feel uncomfortable, clumsy and/or self-conscious because of the rapid changes in their bodies 3. recognize that boys and girls may have different talents, strengths and hopes for their futures and may build respectful friendships with each other based upon these similarities and differences 4. recognize that sometimes people may receive unequal or negative treatment because of their gender 5. understand that an individual is responsible for his/her own decisions and that those decisions may affect more than one person 6. recognize that decisions regarding having children are adult decisions and are based upon religious beliefs, cultural traditions, income and personal wishes	Review and Reinforce K-3 The student will: 1. identify a family and school resource to help if a child has been physically or sexually abused

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Components of Quality Human Sexuality Education
Grades K-5
Continued

Grade	Physical	Prevention	Social / Emotional	Resources
5	Review and Reinforce K-4 The student will: 1. describe fertilization as the union of the sperm and egg which begins the development of a fetus 2. understand that whenever sexual intercourse occurs, it is possible for a pregnancy to result 3. describe how conception may occur during ovulation and at what time during the menstrual cycle ovulation occurs; recognize that most males are physically capable of causing a pregnancy at any time 4. recognize that when males and females become parents, they are equally responsible for the physical, social, emotional and financial needs of the child 5. understand that masturbation does not cause physical harm 6. recognize that childbirth is a natural process that is usually safe for the mother and baby	Review and Reinforce K-4 The student will: 1. explain why postponing sexual intercourse until one can establish a monogamous, committed relationship in adulthood is the healthiest choice 2. define contraception	Review and Reinforce K-4 The student will: 1. recognize that during puberty many people begin to develop sexual and romantic feelings 2. recognize that values come from many sources, including parents, religion, media, and peers - some of these values may conflict, but parents generally want their children to develop values similar to their own 3. recognize that families have differing values regarding various aspects of sexuality 4. understand that a person's appearance is determined by heredity, environment and health habits - appearance does not determine the value of a person 5. recognize that sexual intercourse is best reserved for adult, committed, monogamous relationships	Review and Reinforce K-4 The student will: 1. identify a family and school resource to help if a child has been physically or sexually abused 2. identify a community resource that can help families with alcohol, drug or other problems 3. identify community resources that can help families with health and human sexuality issues

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Components of Quality Human Sexuality Education
Grades 6-8

At a minimum, upon completing Eighth Grade, Florida students will:

1. Describe fetal development from conception to birth and recognize the effect of alcohol, tobacco and other drug use on reproductive capability and fetal and infant health.
2. Identify the benefits of abstinence and describe benefits, risks and side effects of various methods of contraception.
3. Recognize that it is never appropriate to force someone to engage in any form of sexual behavior, that a person has the right to refuse any sexual behavior.
4. Recognize signs that may indicate a dangerous/abusive sexual situation and know how to avoid and/or remove oneself from such situations.
5. Recognize that human beings have control over their sexual impulses.
6. Recognize the physical, social and emotional risks to teenagers who are sexually active.
7. Define sexual orientation.
8. Recognize that people can be discriminated against because of their gender, appearance, sexual orientation, family and living arrangements - this discrimination can lead to lower self-esteem, unequal opportunities and physical and emotional problems.
9. Discuss methods of maintaining and increasing self-esteem.
10. Identify and know how to access health care, substance abuse, physical/sexual abuse and domestic violence resources that provide counseling and assistance.

Below are minimum components of quality Human Sexuality Education at the Sixth, Seventh and Eighth-grade levels:

Grade	Physical	Prevention	Social / Emotional	Resources
6	Review and Reinforce K-5 The student will: 1. recall that rates of growth and development differ for each individual 2. describe the difference between the reproductive system and sexual feelings 3. recognize that abstinence from sexual intercourse is the only 100% effective means of preventing pregnancy - other methods vary in their effectiveness	Review and Reinforce K-5 The student will: 1. recognize that there are many different methods of contraception and disease prevention, which have differing effectiveness rates for preventing pregnancy, STD and HIV 2. recognize the influence of peer pressure on behavior 3. recognize the need to consider all possible consequences when making a decision	Review and Reinforce K-5 The student will: 1. recognize that people can be discriminated against because of gender, appearance, sexual orientation, family and living arrangements - this discrimination can lead to lower self-esteem, unequal opportunities and physical and emotional problems 2. understand that 'sexual orientation' refers to whether one is attracted to members of the same or other sex 3. recognize the benefits of having friends of both genders and realize that teens often begin spending more time with friends and may begin to date 4. recognize that it is easier to love and respect others when one loves and respects oneself 5. recognize that establishing friendships tends to promote healthy group, double, then single dating relationships 6. recognize that boys and girls think differently	Review and Reinforce K-5 The student will: 1. identify a family, school and community resource for information about human sexuality 2. identify and know how to access community resources that provide counseling and assistance to victims of child physical and sexual abuse and neglect 3. identify accessible medical care providers

Components of Quality Human Sexuality Education
Grades 6-8
Continued

Grade	Physical	Prevention	Social / Emotional	Resources
7	Review and Reinforce K-6 The student will: 1. explain that once a female begins to menstruate, she is physically capable of becoming pregnant 2. explain that once a boy produces sperm and can ejaculate, he is physically capable of causing pregnancy 3. describe fetal development from conception to birth 4. recognize that contraception reduces, but does not eliminate the chance of pregnancy	Review and Reinforce K-6 The student will: 1. recognize that abstinence from sexual intercourse is 100% effective in preventing pregnancy and the sexual transmission of HIV/STD 2. identify the benefits of abstaining from sexual intercourse 3. describe benefits, risks and side effects of various methods of contraception 4. recognize that some contraceptives may help prevent the transmission of HIV/STD, while others do not prevent or may facilitate their transmission 5. understand that it is never appropriate to force someone to engage in any form of sexual behavior 6. recognize conditions under which sexual assault occurs and assess situations that may be dangerous	Review and Reinforce K-6 The student will: 1. recognize that views about sexuality and sexual behavior are shaped by cultural and religious norms and beliefs - these views play an important role in sexual decision-making 2. recognize that teenagers that have had sexual intercourse can still choose to be abstinent 3. recognize the physical, social and emotional risks to teenagers who are sexually active 4. discuss sexual limits and the importance of respecting the limits of others 5. recognize that there are various ways to express sexuality without having sexual intercourse 6. recognize that human beings have control over their sexual impulses and that they have the ability to channel sexual energy into other productive activities	Review and Reinforce K-6 The student will: 1. recognize that students with questions or concerns about human sexuality should talk to a parent or trusted adult 2. recognize the value of discussing sexual decision making with a parent or other trusted adult 3. identify and know how to access community resources that provide counseling and assistance to victims of child physical and sexual abuse and neglect 4. recognize that if a female suspects she is pregnant, she should consult a health practitioner
8	Review and Reinforce K-7 The student will: 1. recognize that sexual feelings, fantasies and desires are natural 2. recognize that alcohol, tobacco, and other drug use during adolescence can be especially dangerous to a person's future reproductive capability and the health of a developing fetus and infant	Review and Reinforce K-7 The student will: 1. recognize that a person has the right to refuse any sexual behavior 2. define date rape and understand that it is a crime of violence that must be reported 3. recognize that alcohol, tobacco, and other drug use during adolescence can be especially dangerous to a person's future reproductive capability and the health of a developing fetus and infant 4. recognize the value of communicating with a parent or guardian and partner about sexual decisions and contraception 5. recognize that each partner in a sexual relationship should take responsibility for contraceptive decisions 6. recognize the difficulties of being a teenage parent such as effective child rearing, interruptions of schooling, employment plans, social and family life	Review and Reinforce K-7 The student will: 1. recognize that relationships are rewarding and positive when expressed in a sharing and non-exploitative way 2. describe that adolescents desiring more responsibility and more independence sometimes have conflicts with their parents 3. recognize the value of different kinds of dating (group dating, double dating and single dating) 4. recognize that good decisions are usually consistent with one's values and do not involve risking one's health or breaking the law 5. identify barriers to communication and ways to improve communication skills	Review and Reinforce K-7 The student will: 1. identify and know how to access community resources that provide counseling and assistance to victims of child physical and sexual abuse and neglect 2. identify and know how to access local resources for reporting rape and receiving counseling 3. identify and know how to access local resources for alcohol and drug abuse

Components of Quality Human Sexuality Education
Grades 9-12

At a minimum, upon completing Twelfth Grade, Florida students will:

1. Describe the need for and proper procedure for performing preventive health care assessments.
2. Recognize that healthy sexuality is a natural part of being human throughout one's lifetime and that everyone may experience a sexual concern or dysfunction at one time or another.
3. Recognize that males and females are responsible for the consequences of their sexual activity.
4. Differentiate between sexual desire and love, between casual and committed relationships and recognize that there are many ways of expressing intimacy that do not put an individual at risk for HIV/STD or an unintended pregnancy.
5. Identify characteristics of successful relationships.
6. Identify community agencies that are available for information about sexual and reproductive issues.

Below are minimum components of quality Human Sexuality Education at the Ninth through Twelfth-grade levels:

Grade	Physical	Prevention	Social / Emotional	Resources
9	Review and Reinforce K-8 The student will: 1. describe the need and proper procedure for performing preventative health care assessments including breast and testicular self-examination 2. identify the difference between infatuation and mature love 3. recognize that good decision-making can be hindered by alcohol or other drugs, negative peer pressure and media pressures 4. recognize that decisions about contraception should include consideration of the benefits and risks associated with their use, the risks of pregnancy and STD, including factors influencing their theoretical and actual use, effectiveness in preventing pregnancy, STD and HIV 5. recognize that victims of rape and sexual abuse should seek prompt medical attention	Review and Reinforce K-8 The student will: 1. recognize that unhealthy messages are sometimes promoted by the media and some peer groups and that these messages can influence decisions regarding human sexuality - describe ways to counteract these unhealthy messages 2. describe all forms of contraception (including abstinence from sexual activity and natural methods) and their benefits, risks and side effects 3. recognize that there are many ways of expressing intimacy that do not place an individual at risk for HIV/STD or unintended pregnancy	Review and Reinforce K-8 The student will: 1. describe how relationships are enhanced when a couple communicates with one another about their sexual values 2. recognize that both marriage and divorce are legal proceedings 3. recognize that married couples must decide how to share responsibilities and decision making 4. recognize that teen marriage is more likely to end in divorce than those of older people 5. identify the characteristics of successful relationships 6. identify and practice skills to show assertiveness 7. recognize that one's ability to take responsibility in relationships is a sign of maturing 8. evaluate consequences of sexual situations, taking into consideration personal values	Review and Reinforce K-8 The student will: 1. identify and know how to access community resources that can provide information about human sexuality 2. identify and know how to access community resources that provide counseling and assistance to victims of physical and sexual abuse, rape and domestic violence

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Components of Quality Human Sexuality Education
Grades 9-12
Continued

Grade	Physical	Prevention	Social / Emotional	Resources
10	Review and Reinforce K-9 The student will: 1. recognize that chromosomes determine whether a developing fetus will be male or female and that hormones influence growth and development as well as sexual and reproductive functions 2. recognize that physical appearance is only one factor that attracts one person to another 3. recognize that a person who accepts his or her body will seem more likable and attractive to others 4. recognize that sexual intercourse is not a way to achieve adulthood and that many adults experience periods of abstinence	Review and Reinforce K-9 The student will: 1. recognize that many sexual abusers were themselves abused as children	Review and Reinforce K-9 The student will: 1. recognize that gender role stereotypes are harmful for males and females and that individuals make their own choices about appropriate roles 2. recognize that support of all family members during a crisis is important and that family members should work together to help each other reach their full potential 3. recognize that relationships are usually stronger if the two people share similar values and are open and honest with each other 4 differentiate between sexual desire and love, and between casual and committed relationships	Review and Reinforce K-9 The student will: 1. recognize that teenagers who suspect an unplanned pregnancy should talk with their parents, health providers, religious leaders or other trusted adults 2. identify and know how to access community resources that provide counseling and assistance to victims of physical and sexual abuse, rape and domestic violence 3. recognize that support of all family members during a crisis is important and that family members should work together to help other reach their full potential
11	Review and Reinforce K-10 The student will: 1. recognize that some people are unable to reproduce due to physiological reasons and that medical procedures can help with some fertility problems 2. recognize that healthy males and females have the capacity to respond sexually throughout life	Review and Reinforce K-10 The student will: 1. recognize that males and females are responsible for the consequences of their sexual activity 2. recognize that there are many ways of expressing intimacy that do not put an individual at risk for HIV/STD or an unintended pregnancy	Review and Reinforce K-10 The student will: 1. recognize that there are laws that govern some types of sexual behaviors 2. recognize that as a couple grows in their commitment to each other and their relationship, the relationship's social, emotional and sexual dimensions may be further enriched 3. recognize the value of adoption 4. recognize that increasing intimacy within a relationship need not include sexual intercourse	Review and Reinforce K-10 The student will: 1. identify and know how to access community resources that provide counseling and assistance to victims of physical and sexual abuse, rape and domestic violence 2. identify community resources that can provide information about sexuality related issues including pregnancy, pregnancy prevention and HIV/STD prevention 3. identify community resources that can provide information about adoption

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Components of Quality Human Sexuality Education
Grades 9-12
Continued

Grade	Physical	Prevention	Social / Emotional	Resources
12	Review and Reinforce K-11 The student will: 1. recognize that healthy sexuality is a natural and joyful part of being human throughout one's lifetime 2. recognize that at one time or another everyone may experience a sexual concern or dysfunction 3. recognize that some sexual problems may indicate undiagnosed medical conditions and that couples need to communicate clearly about their sexual problems 4. recognize that couples with serious medical conditions or fertility problems who desire to have children have several options including adoption	Review and Reinforce K-11 The student will: 1. recognize that many people have sexual fantasies which include behaviors not actually acted upon and that fantasies that involve harming oneself or another person should never be acted upon	Review and Reinforce K-11 The student will: 1. recognize that relationships may change with parenthood 2. recognize that when two people are contemplating marriage, they need to be realistic and honest with each other and realize that commitments require work 3. recognize that children of different ages require different types of parenting, and as they grow, the parent-child relationship changes	Review and Reinforce K-11 The student will: 1. recognize that a person concerned about sexual functioning can talk to a parent, trusted adult or health professional 2. identify community agencies that are available for information about sexual issues 3. identify and know how to access community resources that provide counseling and assistance to victims of physical and sexual abuse, rape and domestic violence

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